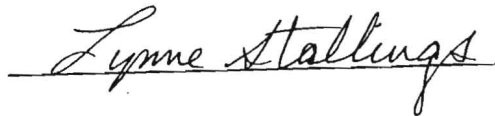


Bilingual Education in Indianapolis, Indiana

An Honors Thesis (Eng 457)

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A handwritten signature in cursive script, reading "Lynne Stallings", is written over a horizontal line.

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Abstract

Bilingual Education has been a controversial issue in the United States ever since the country started expanding westward and encountered different Native American tribes and Mexican natives. Programs for Bilingual Education within the school system have undergone a lot of change and growth throughout the years, but there is still a lot more progress that needs to be made. Taking a deeper look at a growing city, Indianapolis, Indiana, it becomes apparent that there is an overwhelming lack of bilingual education opportunities for the third largest ethnicity within the community. In a brochure, I focus on informing the Spanish speaking population in Indianapolis about Bilingual Education, its benefits, the legislation around it, and ways for these families to learn more and advocate for bilingual education within their community.

Acknowledgements

I would like to thank Dr. Lynne Stallings for advising me in the direction I should take my thesis, and for all the work she put in to helping me revise it and make it the best that it could be. I have learned so much from her throughout my instruction in ESL and this final project has really helped to solidify my understanding and passion for teaching English as a Second Language. Dr. Stallings has been an inspiring instructor and advisor to me.

I would also like to thank my wonderful husband, Adam, for his encouragement and support as I have endeavored to complete this project. His confidence in my ability spurred me on, even when I thought I could not.

Background Knowledge

The history of Bilingual Education has changed a lot over the years, sometimes seemingly making progress and other times taking several steps backwards. The policies for teaching nonnative English speakers have always interested me ever since I began taking classes for my ESL (English as a Second Language) License. I will never forget the feelings I had when I heard for the first time that in some states bilingual education was banned, as was the case with Proposition 227, which eliminated bilingual education programs in California. This new policy was voted on by the public of California and passed, which in turn set the precedent for other states like Massachusetts and Arizona. I did not understand how a state with such a large concentration of Spanish-speaking people could pass a law that forbade their children to use their home language to help them learn. With this confusion, I knew I wanted to investigate the situation further.

As I began to uncover the history of Bilingual Education in the United States, I started to realize that there were a lot of different laws passed on the subject throughout the years. In 1968, the first piece of legislation acknowledging the needs of English language learners in the classroom was passed. This legislation was called the Bilingual Education Act (BEA) and it underwent several revisions throughout the next couple of decades some better and some worse. According to Gloria Stewner-Manzanares, author of the article “The Bilingual Education Act: Twenty Years Later” (1988) for the National Clearinghouse for Bilingual Education, the first installment of the BEA acknowledged that English language learners had special needs and were entitled to have those needs met within their schools. The act therefore provided federal funding for bilingual classes, though they were not mandatory nor were they all-inclusive, focusing

mainly on those from low-socio economic families. By 1974, the original BEA was no longer sufficient and thus the first revision was made.

The changes made on the BEA in the early 70's showed a lot of progress towards providing an equal learning opportunity for students of a minority language. Stewner-Manzanares wrote about these changes in her article, stating that in 1974:

The Act defined a bilingual education program as one that provided instruction in English and in the native language of the student to allow the students to progress effectively through the educational system. English as a second language (ESL) programs alone were considered insufficient. The goal of a bilingual program was to prepare LESA [limited English speaking ability] students to participate effectively in the regular classroom as quickly as possible. However, maintaining the native language and culture of the students was not excluded (1988, pp. 3).

These revisions to the BEA demonstrate a better understanding of best practice in terms of teaching English language learners. By stating that both English and the student's first language should be used, this reauthorization recognizes that in order for an English language learner to succeed, both languages need to be taught and supported. In "Dual Language Learners: Research Informing Policy" (2013) by Dina C. Castro, Eugene E. García, and Amy M. Markos it is noted that research has shown "the development of two languages systems does not hinder DLL [Dual Language Learners] development, but rather, that a learner's language and literacy in their first language can strengthen their language development in a second language" (pp. 5). Thus the BEA acknowledges the importance of using the home language in order to successfully build the second language. The changes continued to promote best practice in their denouncing of ESL programs.

By establishing that an ESL program, in which students are pulled out of the classroom for a certain amount of time each day to provide them more English support, is not substantial, this revision shows an understanding that "effective teachers of English language learners are

proficient in their students' first language" (Castro, García, & Markos, 2013, pp. 5). In a typical ESL program, the instructor is not required to know the student's native language and it is therefore used very little, if at all, making these teachers ineffective for their English learning students. Castro, García, and Markos also point out "problems with DLLs' development arise when they are not provided sufficient language learning opportunities and support for both languages. When ECE [Early Childhood Education] classrooms place emphasis solely on English development, DLLs' development in their first language can decline and their abilities in English continue to fall behind those of their English-speaking peers" (2013, pp. 6). While the focus here is on Early Childhood Education, it is true for all second language learners. Without continual use and exposure to one's home language, the ability to use it is lost, and the ability in the target language is severely diminished. Also, while this revised version of the BEA did push to get English language learners in the mainstream classroom as soon as possible, it continued to recognize the importance of maintaining the student's first language and also honoring their culture within the classroom.

This need for security in identity as a crucial aspect for effective learning can be linked to several different theorists, such as Abraham Maslow, who created a hierarchy of needs that must be met before any child can successfully learn. One of his levels is safety. A child has to feel that they are safe within the classroom. A classroom that bans or discourages a student from speaking his language would not feel safe. The child would feel he was under attack. Another level is esteem. Each student needs to feel confident and feel respected. By incorporating a student's strength (his language and culture) into the classroom, not only does this boost the child's confidence in his ability, but it also shows him that the teacher and the other students respect his identity and see it as a valuable asset to the learning community. Another theorist

who believed in the importance of a child's identity was Lev Vygotsky. He believed a child builds his learning based on his experiences and social interactions. To refuse to acknowledge a minority language speaker's culture and language is to tell that student that their experiences and interactions with the world are not valid. This ultimately destroys a student's motivation to learn and the confidence that they have in their learning ability. Thus, this reauthorization of the BEA recognized, "an individual's development cannot be understood isolated from the social, cultural, and historical contexts in which it occurs" (Castro, García, & Markos, 2013, pp. 3). With this revised version of the Bilingual Education Act, it appeared that the United States was making huge strides towards a better learning environment for English language learners.

However, within the next several years, the BEA underwent more revisions, and they were not all favorable. The next reauthorization took place in 1978 and unfortunately looked only at mainstreaming English language learners as quickly as possible, cutting funds for any programs that sought to maintain the students' native language and heritage. English only advocates had felt threatened by multilingualism in the U.S. and were doing all in their power to promote English as the only language for the country. With the 1984 and 1988 revisions of the BEA, small steps forward were again being taken with more funds allocated to the states to create and implement bilingual education programs that seemed to best suit the needs of their communities. This progress was better, but it did not eliminate the goal of getting students into regular English speaking classes as quickly as possible.

The final redrafting of the Bilingual Education Act occurred in 1994, which, according to the online journal *Multilingual Mania: Cultivating a Multilingual World* in their article "The History of Bilingual Education as a Civil Right in the United States – Part 3" (2010), "acknowledged minority language students' capacity for academic excellence while

simultaneously encouraging and promoting the benefits of multilingualism” (para. .7). This reauthorization promoted bilingual education, providing more grants to programs whose goals aimed at bilingualism, instead of acquiring English as quickly as possible. This final amendment finally put the BEA back on track for making the best possible environment for English language learners in the United States.

With a better understanding of the controversy over bilingual education in the U.S., I decided that I wanted to look more closely at bilingual education in the community in which I grew up: Indianapolis, Indiana. Having begun my student teaching in low-socio economic Indianapolis school, with a high demographic of Spanish-speaking students, I was curious to see what kinds of bilingual education programs were available for the language minority within the city.

The Problem

The Hispanic population is growing quickly in the Indianapolis area. It is the third largest ethnicity represented in the city with Spanish being the second most common language spoken in the city. According to the “English Language Learners in America’s Great City Schools: Demographics, Achievement, and Staffing” (2013) by Gabriela Uro and Alejandra Barrio, in the 2009-2010 school year, there were 3,880 English language learners in Indianapolis, making up 11.6% of the total student population (pp. 29). In the last three years, the minority language population has only grown larger. With this increasing need for bilingual programs, I decided to see what current information I could find on bilingual education for Indiana. I therefore went to the Indiana Department of Education website and searched for programs related to English language learners and found the policy that Indiana has been following since 2001, the No Child Left Behind Act (NCLB). Former President George W. Bush established the NCLB based on

good intentions and it certainly sounded appealing, but as I could see with the new provisions for bilingual education, which focused solely on providing funds for programs that worked to help English language learners proficient in English as quickly as possible, it was not really doing what was best for the students.

With the passing of NCLB, the Bilingual Education Act was allowed to simply expire, ultimately demolishing the legislation that protected the rights of the English language learning student. This new legislation however did not enhance or even maintain the requirements for bilingual education. In Ester de Jong's book *Return to Bilingual Education* (2011) the last reauthorization of the BEA in 1994 stated that:

Limited English proficiency students master English as they develop high levels of academic attainment in content area [and that] the use of a 'child's native language and culture in classroom instruction can (A) promote self-esteem and contribute to academic achievement and learning English [and]... (C) Develop our nation's national language resources thus promoting our nation's competitiveness in the global economy (pp. 126-138).

The changes here acknowledged the importance of the first language and culture of the students in the classroom. However, Bush's NCLB Act made no such allowances. Under NCLB, what is known as the Title III program provides less funding per English language learning student, and according to the Indiana Department of Education, "aims to help ensure that children who are LEP [Limited English Proficient] attain English proficiency" ("Title III: Language Instruction for Limited English Proficient and Immigrant Students" 2011). There is no mention of supporting English learners' home language and culture, but rather it encourages a fast track towards complete English immersion with fluency in English as the only desired outcome. Also, while NCLB does not ban bilingual education, it does not require that these programs be implemented, and leaves the decision up to the individual schools to determine what kind of

program they would like to use. With this knowledge, I decided to see what kinds of programs were being implemented in the Indianapolis region.

In my experience within the school systems, not only in Indianapolis, but also in cities such as Muncie, I was familiar with ESL pullout programs. While I did my student teaching in the first grade, about half of my students were primarily Spanish speaking. Every day, they left the classroom to work with an ESL instructor for an hour. This was their additional support and education for their learning of English. The rest of the time, they were in the regular classroom where Spanish was rarely used. I knew that this was the most common form of teaching English language learners, so I wanted to see if there were other schools implementing programs that had bilingualism as a more key component than ESL instruction. Through my research, I discovered that there are only two schools that are considered bilingual education schools: the International School of Indiana and Forest Glen. The former is a private school with expensive tuition that may be too costly for many language minority families. The latter is a magnet school that chooses which students are eligible to attend. Neither school is readily accessible to all Spanish speaking families in Indianapolis. With the research that supports multilingualism, in a community with an ever-growing Hispanic population, the lack of resources available is disheartening.

A Solution

Initially, I set out to create a brochure that informed the families of English language learners in the Indianapolis region what programs and learning opportunities were available within their community. However, after discovering the severe lack of resources that Indianapolis has to offer for the language minority, I decided that it would be more effective to

make a brochure that informed these families on bilingual education to help engage their interest in advocating for bilingual education programs within their schools. In a country where any language besides English is frowned upon, many of these families may feel the pressure to convert from their native language to English only. While learning English is important to find success in the United States, minority language families need to know how much more advantageous it is to be multilingual. Therefore, my brochure now focuses on explaining what bilingual education is, the benefits of being bilingual, ways families can advocate for these programs for their schools, and how the No Child Left Behind Act has affected bilingual education. However, the language minorities are not the only groups of people that need to be convinced of the benefits of bilingualism. The next step that needs to be taken is to convince the English speaking majority that being bilingual is necessary in our ever increasing globally connected world. Without the support and interest of the English speaking majority, many bilingual programs are either too expensive or “not worth the effort” for many schools. It is important for each community to know which types of bilingual education programs there are and how each one would work with the needs of their community.

There are a couple different types of bilingual education programs. There are some that have the goal of maintaining the students’ native language at their center, while others do not. They all use both languages to teach, which while some argue does not help them learn English as quickly, does keep them from falling behind on the actual academic content because of the language barrier like a full immersion or ESL pullout program would do. The three basic models for bilingual education programs are an early-exit program, a late-exit program, and a two-way bilingual program.

The early-exit program, according to Jeanne Rennie in her article “ESL and Bilingual Program Models” (1993) is meant to mainstream the students as quickly as possibly into the regular English only speaking classrooms, thus pushing the students out of the program by first or second grade (para. 5). This program does not focus on maintaining the students’ heritage or home language. Rennie goes on to say this type of program is one that may be chosen to reflect the wishes the of the community or if there are limited teachers capable of teaching in two languages (1993, para. 5). This raises two issues. 1) If it is a reflection of what the community wants then there are some misconceptions about bilingualism either having negative effects on their children or keeping the students from learning English that need to be addressed. It is important that families understand the benefits of bilingualism, so that they can make an informed decision about whether or not they want their child to be bilingual.

The first thing parents and families need to be assured of is that their children will pick up English even without a full immersion into an English-speaking classroom. According to Campos & Keating from the Carpinteria School District in California, “These students will be communicatively fluent in English within two or three years, whether the student is placed in a situation where English is forced or in a situation where English is rarely used in curriculum instruction, so long as they are developing cognitive skills and school is perceived as a place where learning occurs” (as cited in Mora, 2004, pp. 65). While this may seem to say that a bilingual program is not necessary because the students will learn English one way or another, the reality is that learning English, at lease conversational English, is not the issue. With peers who speak English and in a society where most everything is in English, nonnative English learners will pick up the every day use of the language.

I often saw with the nonnative English learners in my class that they could speak English very well. Without having taken classes for ESL instruction, I might have assumed that these students, because they could so easily communicate in English, did not need any additional support. However, these same students were struggling with their reading, spelling, writing, and math. The problem was not with their conversational English. These students did not have the academic language they needed to be successful in the classroom. If a child is supported and taught in both languages, they are able to transfer what they already know from their first language to help them understand the concepts in the target language. For example, if a student already knows how to read in Spanish, then they know how to read in English, they just have to concentrate on meaning. However, if a nonnative English speaking child has not first learned how to read in his home language, and is trying to learn how to read in English, not only does he have to learn how to put sounds together (sounds with which he is less familiar), but he also has to find meaning with vocabulary that he does not have. This gap causes English language learners to fall further behind in their schooling. Therefore, a bilingual program would be better because it allows these students to transfer the knowledge they have in their first language to their second language, helping them to keep up academically while still learning English (even if they learn English at a slower rate).

Also, in Vivian Manning-Schaffel's article "The Truth about Dual Language Programs," research has proven that there actually are benefits of being bilingual or multilingual. She states, "An enhanced faculty for creative dreaming, far more sophisticated analytical capabilities and cognitive manage of linguistic operations, better communicative sensitivity in relation to situational elements, and improved spatial perception, cognitive clarity, and analytical capabilities" (2013, para. 7). These cognitive advantages are not the only benefits either. In a

world that is becoming more internationally connected, speaking more than one language makes a person a more valuable asset in a multitude of careers. Not every community fails to understand these concepts about language learning. For others, the ideas are there, but the ability to carry them out is not.

2) If the issue is a lack of resources, mainly teachers who are capable of teaching in two languages, then the problem is not as easily solved. However, this crisis demonstrates the importance of the United States becoming a bilingual or multilingual country. The more children who are educated in two languages, the more U.S. education policies can begin to transition towards fully bilingual programs. There needs to be a shift in perspective from English being the only language that should be spoken in the U.S. to seeing the potential and advantages of being a multilingual nation. If the first issue is the reason for choosing the early-exit model, then the community should be informed on its disadvantages. If the second issue is the reason for selecting this model, there is a deeper fix that has to be addressed, but either way, an informed public will hopefully move away from the first program model as they understand that benefits of bilingualism. The second type of Bilingual program, the late-exit model is similar to early-exit program, with one major difference.

As the name suggests, a late-exit bilingual program keeps the students in a classroom with instruction in both their native language and the target language for a longer time than the early-exit program. In this model, "Students remain in late-exit programs throughout elementary school and continue to receive 40% or more of their instruction in their first language, even when they have been reclassified as fluent-English-proficient" (Rennie, 1993, para. 5). This program allows students more time to incorporate and master their first language while they are learning the second language. It promotes the fact that their language is important and that they are smart

and able to learn with or without English. The last program model is one that hopefully will become more prevalent in the United States, and more specifically in the Indianapolis region.

In the two-way bilingual program there is about an equal ratio of students who speak one minority language to the amount of students who speak the language majority. While this may not be doable in some schools in Indianapolis for sheer lack of numbers on the language minority side, there are some schools that do have enough students to begin implementing a program like this. While I student taught at Rhoades Elementary in Indianapolis, I had split my time between a preschool classroom and a first grade classroom. In both classrooms about half of my students were primarily Spanish speaking while the other half was English speaking. Even if this were not the demographical situation in every classroom at Rhoades, a possible next step to take would be to have at least one bilingual classroom for each grade level. The English language learners could be placed into this classroom and then parents of English only students who wanted their children to be bilingual could request to have their student placed in that class. Of course for this to work the views on bilingualism held by many English-speaking Americans has to be changed. Thus the community needs to be informed. However, the public is not the only group that needs to be willing to make changes in order to begin establishing more bilingual programs in Indianapolis.

The schools themselves need to make plans and train for working with minority language speaking children. Raúl Alberto Mora writes in his “Framework for Additive ESL/Bilingual Education in Urban Schools: A Reflection on the United States’ Situation” about the kinds of preparations schools need to make. He argues that teachers need to be able to have more time for collaboration, colleague observation, and very intentional planning of lessons and resources. He also says that schools should work together with local universities to establish what kinds of

abilities in-coming teachers need to have and create courses to teach these abilities (Mora, 2004, pp. 64-65). Schools also need to work together with their community members.

Not only do teachers need to inform their families of the benefits of bilingualism and the options available for their non-English-speaking families, but also they need to be willing to listen to these families' ideas, suggestions, and even desires for their own children's success. The goal for schools should not be to isolate language minority students, but rather to help the rest of the students, school, and community to view them as an asset bringing their own unique and beneficial abilities to the betterment of the school and community as a whole. When English Language learners are taken out of the classroom for an ESL pullout program, they are being singled out as different, already establishing a divide between them and the rest of the students. However, in a classroom where every student's language and culture is valued everyone learns respect for others' differences, is more open to new and different views, and feels empowered (Mora, 2004, pp. 68). This kind of classroom creates community. The next steps after informing the language minority on bilingual education, is to inform the language majority and the school personnel, so that they can all work together to create a learning environment that is beneficial for all learners.

Summary

Researching Indianapolis' resources and options for bilingual education really opened my eyes to the need for more programs like the last model. I learned a lot about the legislation surrounding bilingual education in the U.S., which in turn gave me a better understanding for why some states have banned it and why many others simply do not have it to the extent that they should. While I hope that eventually the United States is able to join the rest of the world in

recognizing the value of having a multilingual country, this project helped me to realize that it is not a simple fix. The growth of the Spanish-speaking community in Indianapolis means that there needs to be change and progress made in the surrounding schools. Eventually for this growth to take place, the community needs to work together with the schools to establish the desires of the community of Indianapolis and the possibilities available. However, before that can take place, teachers need to be informed on the subject so that they in turn can inform the members of the community about what bilingual education is and the advantages it provides for those who decide to be bilingual, for both language minority students learning English and English-speaking students learning a minority language. I hope that my brochure can be a part of the first steps towards informing the public about bilingual education, helping to provide the appropriate information so that the community in Indianapolis can begin to advocate for an equal learning experience for all their learners, both English language learners and native English speakers.

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¿Qué Son Los Provechos de Ser Bilingüe?

Hay un malentendido que si una persona sabe 2 lenguajes no pueda aprender muy bien. En realidad, hay muchos provechos para ser plurilingüe. Los bilingües...

- Son más creativos^{††}
- Son más analíticos^{††}
- Son buenas multitareas^{††}
- Se mantienen libre de prejuicios^{††}
- Tienen ganas en encontrado un puesto^{††}
- Tienen más posibilidades en el mundo^{††}



¿Qué Puede Hacer?

Los estudiantes que pueden mantener la lenguaje primera durante aprendiendo inglés tienen una sentido de identidad más fuerte. Puede abogar para una programa bilingüe en la escuela de su familia por...

- Aprendiendo sobre la comunidad para saber cual tipo de programa estará mejor.
- Participando en la escuela de su familia para aprender como puede crear una cambia.
- Leyendo estos recursos sobre la educación bilingüe

ESL and Bilingual Program Models -
<http://www.cal.org/resources/digest/rennie01.html>

Indiana Department of Education -
<http://www.doe.in.gov/elme>

Colorin Colorado -
<http://www.colorincolorado.org/policy/>

[†]National Center for Education Statistics. *U.S. Department of Education
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La Educación Bilingüe

En Indianapolis,
Indiana



Tesis de Honores 2013
Rebekah Hostetter

DE JAMF
HABLA RI

BILINGUAL
NOW



estudiantes de Inglés en los estados unidos.

- Se eliminó la ley de Educación Bilingüe (BEA), que apoyó la competencia en ambos l lengua nativo e inglés.+++
- Se cortó los fondos para cada estudiante aprendiendo inglés de \$360 a menos de \$135.+++
- Cambió la meta educativo a ayudando los estudiantes aprendiendo inglés ser competente en inglés tan rápidamente sin apoyando la usa de la primera lenguaje de este estudiantes. Las investigaciones prueban que los estudiantes aprenden mejor si está aprendiendo en su idioma primera y también en inglés.+++

La Educación Bilingüe contra

La Instrucción de Inglés como Lenguaje Segunda

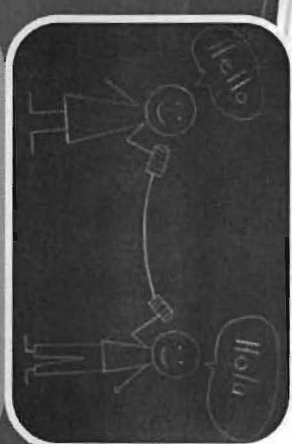
Las programas de la educación
bilingüe...

- Usan ambos la idioma primera de la estudiante e inglés para instrucción.++++
- Tienen una maestra que puede hablar en los dos lenguajes de los estudiantes.++++
- Trabajan bien en las áreas donde hay muchos estudiantes que hablan la misma lengua.++++
- Ayudan los estudiantes mantener la lengua primera.++++

Las
pro
gra

ma de Inglés como Lenguaje
Segunda...

- Usan solamente inglés para instrucción.++++
- Tienen una maestra que solo puede hablar en inglés.++++
- Trabajan bien en las áreas donde no hay muchos.++++
estudiantes que hablan la misma lenguaje.++++



Según el National Center for Education Statics en 2011, había 48.364 estudiantes aprendiendo inglés en el estado de Indiana.+ El Español es la segunda lenguaje más hablada en Indianapolis después de Inglés. Sin embargo, solo hay dos escuelas en Indiana que tienen un programa de educación bilingüe que apoyan la capacidad de los estudiantes ser competentes en las dos idiomas. Con la establecimiento de la política Que Ningún Niño Se Queda Atrás (NCLB, por sus siglas en inglés) en 2001, las escuelas no necesitan tener una programa bilingüe. El bilingüismo no es una prioridad en las escuelas de Indianapolis.

What are the Benefits of Bilingual Education?

There is a common misconception that knowing 2 languages can hinder a student's learning. There are actually many benefits to being multilingual. People who are bilingual...

- Are more creative and innovative^{††}
- Have better analytical skills^{††}
- Have better ability to multitask^{††}
- Feel more open to different cultures^{††}
- Have more success in finding a career^{††}
- Are more marketable globally^{††}

What Can You Do?

Students who are able to maintain their home language while learning a second language have a stronger sense of identity. Advocate for a bilingual program in your child's school by...

- Learning about your community and seeing what kind of program might best fit your school
- Getting involved in your child's school to learn more about how you can propose a change
- Checking out some of these resources to become more informed on Bilingual Education

ESL and Bilingual Program Models - <http://www.cal.org/resources/digest/rennie01.html>

Indiana Department of Education - <http://www.doe.in.gov/elme>

Colorin Colorado - <http://www.colorincolorado.org/policy/>

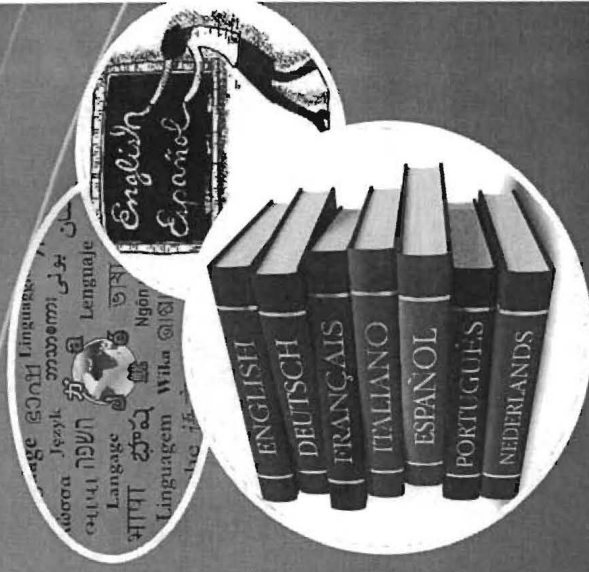
[†]National Center for Education Statistics. *U.S. Department of Education*

Institute of Education Sciences.

^{††}de Miguel, V. (2013). Benefits of being bilingual: Why We Should Learn a Second Language. *VOXXI*.

^{†††}Indiana Department of Education: English Learning and Migrant Education

^{††††}Colorin Colorado: ESL and Bilingual Program Models



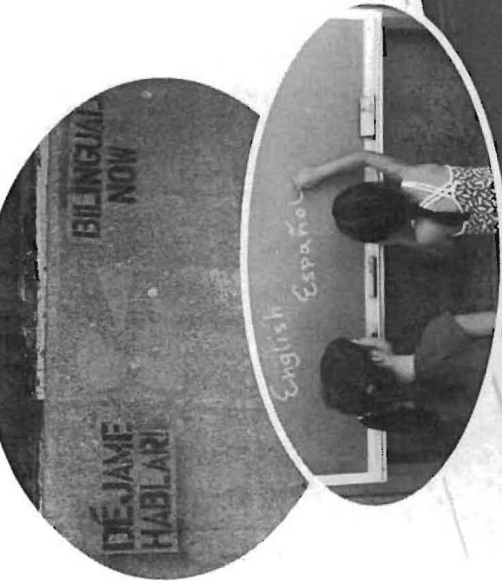
Bilingual Education In Indianapolis, Indiana



Honors Thesis 2013
Rebekah Hostetter

the No Child Left Behind Act of 2001 (NCLB) has made several changes to the world of English language learners in the U.S.

- It eliminated the Bilingual Education Act, which supported proficiency in both the native tongue and the target language (English)+++
- It reduced funding per LEP (limited English proficient) student from around \$360 to less than \$135+++
- It changed the educational goal to helping LEP students become proficient in English as quickly as possible with no mention of support for continual use of the home language and culture, which research has proved to be more beneficial.+++



Bilingual Education

vs.

ESL Instruction

According to the National Center for Education Statistics in 2011, there were 48,364 students in Indiana who were labeled as English Language Learners¹. Spanish is the second most common spoken language in Indianapolis after English. However, there are only two schools in Indiana that have a bilingual education program that supports the students' ability to be proficient in both their native tongue and in the target language. With the establishment of the No Child Left Behind Act (NCLB) in 2001, having a bilingual education program is no longer required. Bilingualism has ceased to be a priority in the Indiana Public Schools.

Bilingual Education programs...

- Use both the students' native language and the target language for instruction+++
- Have an instructor who is fluent in both languages+++
- Work well in areas with a lot of students who speak the same language+++
- Work to help students maintain their home language and learn English+++

ESL Instruction programs...

- Use mostly just the target language for instruction+++
- Have an instructor who does not necessarily have to know any of the students' home languages+++
- Are more appropriate for schools with a small amount of minority language speakers or have a lot of diverse languages+++

